

Relationship and Sex Education

| Year Group | RSE teaching and vocabulary (Summer Term) | Science teaching and vocabulary | Letter sent to parents before teaching |
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| 2 | External body parts: vulva, vagina, penis, testicles | Notice that animals, including humans, have offspring which grow into adults | Letter needs to be sent a few weeks before teaching informing parents. |
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| 4 | - Personal and private body parts: penis, vulva, nipples, testicles, anus, breasts and bottom - Menstruation: period, vulva | | Letter needs to be sent a few weeks before teaching informing parents. |
| 5 | | - changes experienced in puberty: testicles, penis, ovaries, breasts - life cycle of a human - gestation periods of other animals and comparing them with humans | |
| 6 | -How pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb - Contraception | | Letter needs to be sent a few weeks before teaching informing parents. |
| | Separate sex education lessons using Yasmine and Tom lessons. (Parental consent needed. Children can be withdrawn at parental request) | | Letter needs to be sent a few weeks before informing parents. Parents to be consulted and parental permission needed for sex education lessons and lessons shared. |

Throughout PSHE lesson, all children are taught how to appropriately safeguard themselves. Lessons will help them to recognise any less positive relationships when they encounter them. They will provide children with the knowledge they need to recognise and to report abuse and how to report concerns and seek advice when they suspect or know that something is wrong

Lessons and topics will take into account of the maturity and needs of the pupils in the class and topics may be moved to the next year group after discussion with Mr Hodgson.

Sex Education Lessons Year 6

The terms 'MOST girls' and 'MOST boys' will be used throughout the puberty lessons.

| | Starter | Whole Class Teaching | Activities and Resources |
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| <p><u>WALT understand physical changes which occur during puberty</u></p> | <p>Introduce ground rules. Ask chn to design a poster for our 'ground rules' so all chn understand that the classroom is a safe and judgement free zone. Laughing with, not at.</p> <p>Introduce a question box where the children can post any questions they have throughout the session/week.</p> | <p>Start unit with <u>changes during puberty</u>. Explain that puberty is when our bodies go through mental and physical changes. Ask chn if they know what these changes are? Children get into small groups and create a mind map everything they think they know about puberty.</p> <p>Explain that puberty relates to changes based on human reproduction and the reproductive organs. Ask chn to label male and female reproductive organs, using scientific terms.</p> | <p>Chn to label reproductive organs.</p> |
| <p><u>WALT understand physical and emotional changes which occur during puberty</u></p> <p>(Yasmin and Tom lesson 7)</p> | <p>Recap on ground rules created the previous session.</p> | <p>Recap on the reproductive organs. Children in mixed ability groups will have a large sheet of paper with a picture of Yasmin or Tom. Pupils draw and write onto the outlines the changes that they think will happen to Yasmine or Tom onto the body outline. Then hand out the knowledge sheets and add to their diagrams. Explain they will get to know more about periods and wet dreams in the forthcoming lessons. Then mix the Yasmine and Tom groups and ask the groups to explain to the other groups what they have found out about the changes at puberty for Yasmine and Tom. Use the interactive whiteboard: Changes at puberty, to record the emotional and physical changes at puberty by inviting pupils to contribute or add to the lists. Highlight that the changes identified will not all happen at once and will not all happen to everyone and that this is ok. Ask pupils to consider what someone might do if they experience any difficult emotional changes. As a class draw out answers particularly about talking to someone and asking for help.</p> | <p>While to label Tom (male) and Yasmine (female) boy bodies showing the changes during puberty.</p> |
| <p><u>WALT explain what a period (menstruation) is</u></p> <p>(Yasmin and Tom lesson 8)</p> | <p>Remind/revisit class ground rules. Ask class to imagine they are explaining what they know already about periods (menstruation) to an alien.</p> | <p>Use periods interaction on interactive whiteboard and play through the slides, recapping female personal and private body parts. Show the journey of the egg from ovary to uterus during the menstrual cycle; the voiceover will explain what is happening. Explain that periods (menstruation) happen to most women and when the blood comes out you need to use something to absorb it. Split the class into small groups and give out the sanitary products: ensure all groups have a period pad, a tampon and reusable items such as washable pads, period pants and menstrual cups. When they have looked at them ask them where the period pad is placed and then the tampon? Show the image on the whiteboard of where the tampon goes. Discussion how someone might make a choice about which product to use, including environmental reasons. Explain where pupils can go to get free period products in school.</p> | <p>In groups, problem solve how could overcome these? For example, a leak out of pad: have a small bag with spare pants and pads. Come on with no sanitary products: go to office or ask a friend. Stomach cramps: hot water bottle/exercise. Signpost pupils to where to go to ask</p> |

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| | | <p>Talk about the stomach ache that can come with a period. Explain why this is and things that can help it. Remind chn that they are not something to be embarrassed about or not talk about. They are a sign that a body is growing up and that the body is healthy.</p> <p>As a class ask pupils what the possible problems that can happen with menstruation. In groups, problem solve how could overcome these? For example, a leak out of pad: have a small bag with spare pants and pads. Come on with no sanitary products: go to office or ask a friend. Stomach cramps: hot water bottle/exercise. Signpost pupils to where to go to ask for sanitary products in school.</p> | <p>for sanitary products in school.</p> <p>If time, chn to design a period survival guide.</p> |
| <p>WALT: understand more about wet dreams and masturbation.</p> <p>(Yasmin and Tom lesson 9)</p> | <p>Ask chn if they have heard anything about wet dreams or masturbation, noting down individual ideas and knowledge on sticky notes. Stick the sticky notes on the white board or wall. Explain that wet dreams are something that happens to most boys (or person with a penis) and is a normal process.</p> | <p>Open the interaction on the whiteboard. Recap the names and functions with the group (if needed). Watch the animation as the sperm are highlighted with the penis becoming erect and ejaculating. The voiceover will explain what is happening.</p> <p>Give the children: Tom's wet dreams story.</p> <p>In small groups discuss, How do they think Tom is feeling? Is his mum supportive? What could the boys do if this happens to them at night?</p> <p>Bring the group back together to discuss what they could do if this happens so they feel comfortable.</p> <p>Give chn typed questions relating to penises, masturbation, wet dreams and erections to the groups of pupils and ask them to answer them. Teacher to help children answer questions (helpsheet K)</p> <p>During this activity ensure that masturbation is discussed giving clear messages that sometimes boys and girls like to touch their personal, private parts and this can feel comforting and also pleasurable and nice. Explain that this is something that many people do and believe that it is OK to do in the right place e.g. bedroom or home bathroom in private.</p> <p>Explain that some religions do not think masturbation is the right thing to do and that pupils could try talking with their grown-up about it.</p> | <p>Groups to discuss 'Tom's wet dreams story'</p> <p>In small groups children to use their knowledge to answer questions</p> |
| <p>WALT: understand what a sexual relationship is</p> <p>(Yasmin and Tom lesson 10)</p> | <p>Remind them about ground rules, the question box and to speak to someone if they are feeling anxious.</p> <p>Remind pupils that we all come from a variety of different families and that there is a lot of diversity. Ask pupils to work in pairs, with talk partners and write down all that they know about how babies come into families; for example, born, adopted, fostered, stepfamilies.</p> <p>Ask pairs to write down what they know about how human</p> | <p>On IWB bring up the male and female reproductive system pictures and ask the group to call out the names of the parts.</p> <p>Share with the children the video https://www.youtube.com/watch?v=a3MyLt6l5n0</p> <p>Show an image of the penis entering the vagina and the journey of the sperm. Discuss ejaculation and fertilisation of the egg. Remind pupils that if an egg is not fertilised that the woman will have a period; revisiting learning from previous lesson.</p> <p>At the end ask pupils if they remember how old (the legal age) you have to be to have sex and ensure they know it is 16 (the current age of consent).</p> <p>Explain when two people both agree with each other that they want to have sex with each other this is called consent. It is very important for people to give and ask for consent before having sex.</p> <p>Explain to pupils that all babies are made when an egg and a sperm come together and that today we were looking at how this happens through sexual intercourse (penis in vaginal sex)</p> <p>Give chn 9 pictures: the female reproductive system during/after ovulation. • A male erection. • The penis entering the vagina/sexual intercourse. • Ejaculation. • Fertilisation/implantation of the egg. • Pregnancy: 1st trimester. • Pregnancy: 2nd trimester. • Pregnancy: 3rd trimester. Pairs to cut them up and arrange them in the right order.</p> | <p>Give chn 9 pictures: the female reproductive system during/after ovulation. • A male erection. • The penis entering the vagina/sexual intercourse. • Ejaculation. • Fertilisation/implantation of the egg. • Pregnancy: 1st trimester. • Pregnancy: 2nd trimester. • Pregnancy: 3rd trimester. Pairs to cut them up and arrange them in the right order</p> <p>Ext: chn to write a description for each picture</p> |

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| | <p>babies are made, what they are not sure about how human babies are made, and any questions they have.</p> | | |
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